

# 15th ANNUAL MIS CONFERENCE



**NATIONAL CENTER FOR EDUCATION STATISTICS  
AND NEW MEXICO DEPARTMENT OF EDUCATION**



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# 15th ANNUAL MIS CONFERENCE



**ALBUQUERQUE, NEW MEXICO  
March 11-13, 2002**

**NATIONAL CENTER FOR EDUCATION STATISTICS  
AND NEW MEXICO DEPARTMENT OF EDUCATION**

## **AGENDA**



**2002 MIS Conference Agenda  
Hilton Albuquerque  
1901 University Boulevard, NE  
Albuquerque, New Mexico 87102  
Phone: (505) 884-2500  
Fax: (505) 889-9118**

**Sunday, March 10, 2002**

2:00 - 5:00 p.m.      Registration table open      Garden Room

**Monday, March 11, 2002**

7:30 a.m. - 5:00 p.m.      Registration table open      Garden Room

7:30 - 8:30 a.m.      Continental Breakfast      Promenade



**Cyber Café  
7:30 a.m. - 8:30 a.m.  
10:15 a.m. - 6:00 p.m.**

After picking up your coffee in the Promenade,  
visit the Southwest Ballroom for e-mail, surfing and lively discussion.

8:30 - 10:30 a.m.      **Opening Session**      New Mexico Ballroom  
North/South

**Welcome**

*Lee Hoffman, National Center for Education Statistics  
Michael J. Davis, New Mexico Department of Education*

**New Mexico Department of Education Addresses**

How the Management of Information Services is  
Critical to the Issue of Accountability  
*Michael J. Davis, State Superintendent of Public Instruction  
Susanna Murphy, Deputy State Superintendent  
Patricia Rael, Assistant Superintendent for Accountability  
and Information Services*

## Monday, March 11, 2002

### Roll Call

*Lee Hoffman, National Center for Education Statistics*

### Announcements

*Jim Travelstead, New Mexico Department of Education*

10:30 - 10:45 a.m.

Break



Promenade

10:45 - 11:45 a.m.

### Concurrent Session I

I-A

The Electronic Violence and Vandalism  
Reporting System (EVVRS)  
*Tom Collins, Jack Longworth, and Nancy Resch*  
*New Jersey Department of Education*

Parlors A and B

I-B

Oregon's Database Initiative: Transforming Data  
Collection to Achieve Enterprise Data Integration  
*Doug Kosty and Michael Hess, KPMG Consulting*  
*Nancy Heiligman, Oregon Department of Education*

Parlors C and D

I-C

High School Data: Getting a Complete  
Picture and Effecting Change  
*Nancy Smith, Just for the Kids*

Parlors E and F

I-D

History of Locale Codes  
*Frank Johnson, National Center for Education Statistics*  
*Nancy Speicher, Westat*

Parlors G and H

I-E

CCD-Integrated Data Query Tool  
*Carl Schmitt and John Sietsema*  
*National Center for Education Statistics*

Arizona

I-F

New Mexico Child Nutrition System  
*Robert Balcer and Paul Springer*  
*ORION Information Technologies*  
*Daryl Landavazo, New Mexico Department of Education*

Colorado

11:45 a.m. - 1:15 p.m. Lunch (on your own)





## Monday, March 11, 2002

1:15 - 2:15 p.m.

### Concurrent Session II

II-A	Web-Based Collection of School Performance Data: The Wisconsin Experience <i>Rick Christofferson</i> <i>Wisconsin Department of Public Instruction</i>	Parlors A and B
II-B	Student Detail and Achievement Data: Supporting the New ESEA Legislation <i>Mark Molique, Arizona Department of Education</i> <i>Daniel Moloney, DeLani Technologies</i>	Parlors C and D
II-C	One Model, Multiple States: Actually Using Data to Improve Education <i>Christine Caudullo and Nancy Smith</i> <i>Just for the Kids</i>	Parlors E and F
II-D	Decision Support, e-Learning, and Interoperability: The Role for States and the Vendor Community <i>Greg Nadeau, U.S. Open e-Learning Consortium</i> <i>Timothy Magner, Schools Interoperability Framework</i>	Parlors G and H
II-E	Poor Man's Data Warehouse <i>Engin Konanc</i> <i>North Carolina Department of Public Instruction</i>	Arizona
II-F	Where Does All This Data Come From? <i>Tom Warren, Las Cruces Public Schools</i>	Colorado

2:15 - 2:30 p.m.

Break



Promenade

2:30 - 3:30 p.m.

### Concurrent Session III

III-A	United We Stand! Consortia Efforts for Building Student Information Systems <i>Sheri Rowe, Pennsylvania Department of Education</i> <i>Dennis Powell, Illinois State Board of Education</i>	Parlors A and B
III-B	Student Perceptions of the Impact of Instructional Services on Their Post-Exit Experiences <i>Dan Bristow, Career Development Resources/</i> <i>Texas Workforce Commission</i>	Parlors C and D



## Monday, March 11, 2002

III-C	Making the Connection <i>Jeff Guan and Ted Strickland, University of Louisville</i> <i>John Balchunas and Robert Rodosky</i> <i>Jefferson County Public Schools</i>	Parlors E and F
III-D	Data Driven Decision-Analysis Continuum: What Can We Learn About Teaching and Learning? <i>Philip Streifer, University of Connecticut</i>	Parlors G and H
III-E	“You Got to be Careful If You Don’t Know Where You’re Going, because You Might Not Get There.” - Yogi Berra: Web Planning, a Necessary Evil (Part I) <i>Gerald Malitz, National Center for Education Statistics</i>	Arizona
III-F	The Creation and Evolution of the Education Systems Data Handbook <i>Barbara Clements, Evaluation Software Publishing</i> <i>Jinhee Lee, Council of Chief State School Officers</i> <i>Beth Young, National Center for Education Statistics</i>	Colorado
3:30 - 3:45 p.m.	Break	Promenade
3:45 - 4:45 p.m.	<b>Concurrent Session IV</b>	
IV-A	MSIS...Runaway Data, Running Wild...No More <i>Francie Gilmore-Dunn, Jolene Miesse,</i> <i>Sammie Wilson, Sutter Bailey, and Derrick Lindsey</i> <i>Mississippi Department of Education</i>	Parlors A and B
IV-B	Data Disaggregation: Breaking Out Your Student So You Don’t Breakout <i>Bill Insko, Kentucky Department of Education</i>	Parlors C and D
IV-C	Making Decision Support Systems Useful in the Classroom: Designing a Needs Assessment Process <i>Christopher Thorn, University of Wisconsin-Madison</i>	Parlors G and H
IV-D	“You Got to be Careful If You Don’t Know Where You’re Going, because You Might Not Get There.” - Yogi Berra: Web Planning, a Necessary Evil (Part II) <i>Gerald Malitz, National Center for Education Statistics</i>	Arizona
IV-E	Key Issues in Monitoring Student Academic Achievement with the National Assessment of Educational Progress <i>Steven Gorman and Shi-Chang Wu</i> <i>National Center for Education Statistics</i>	Colorado

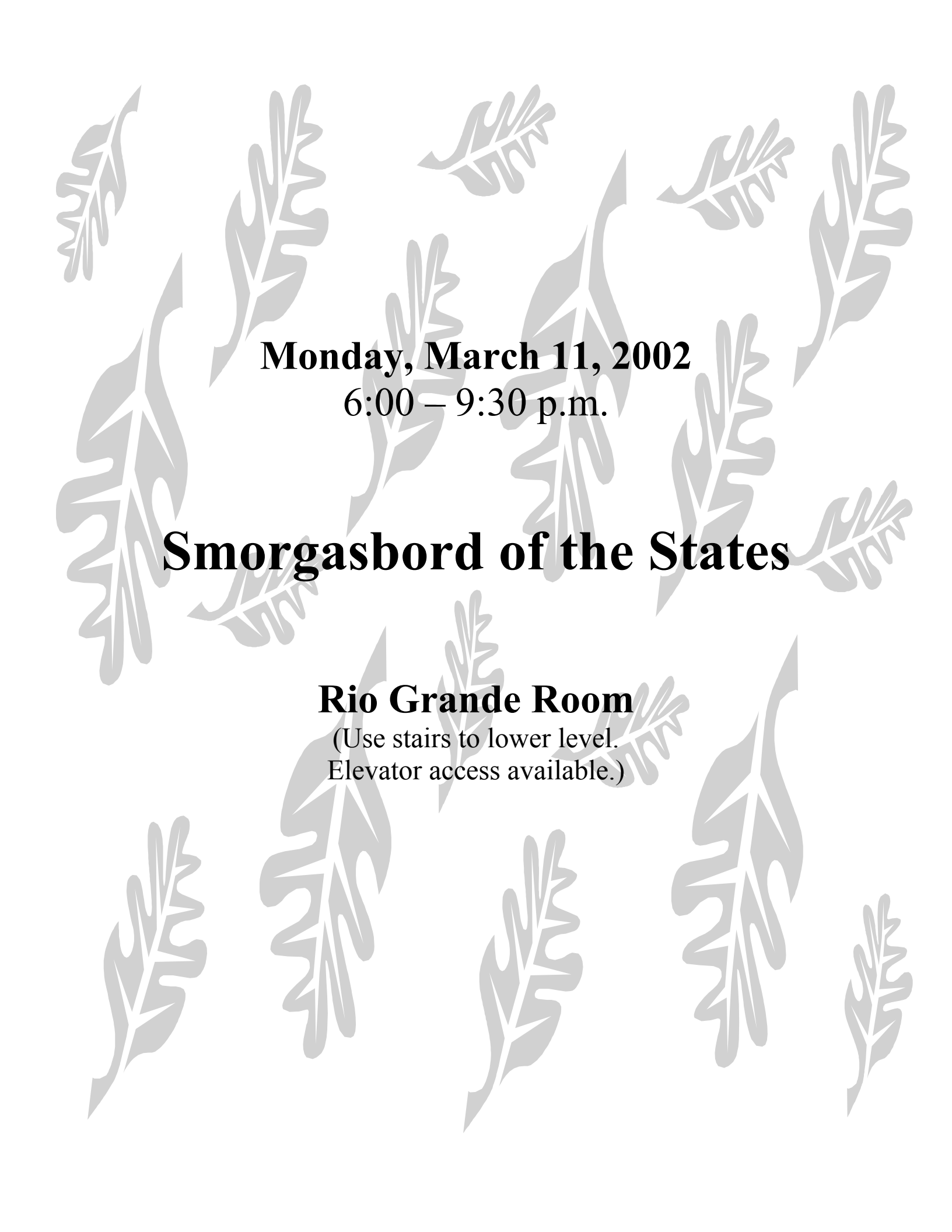
## **Demonstrator Setup**

Monday, March 11, 2002  
5:00 p.m. - 6:00 p.m.

## **Southwest Ballroom**





The background of the entire page is a repeating pattern of stylized oak leaves. The leaves are light gray and have a simple, graphic design with a central vein and several lobes. They are scattered across the page, some pointing upwards, some downwards, and some to the sides.

**Monday, March 11, 2002**  
6:00 – 9:30 p.m.

**Smorgasbord of the States**

**Rio Grande Room**

(Use stairs to lower level.  
Elevator access available.)

## Tuesday, March 12, 2002

### Cyber Café

After picking up your coffee in the Promenade,  
visit the Southwest Ballroom for demonstrations, e-mail, surfing and lively discussion.

7:30 - 8:00 a.m.	Open for demonstrator setup only
8:00 - 9:00 a.m.	Closed for General Session
9:15 - 5:30 p.m.	Open
5:30 - 6:00 p.m.	Demonstrator teardown
6:00 p.m.	Room closed



7:15 a.m. - 5:00 p.m.	Registration table open	Garden Room
7:15 - 8:00 a.m.	Continental Breakfast	Promenade
8:00 - 9:00 a.m.	<b>General Session</b>	New Mexico Ballroom North/South

### Welcome

*Jim Travelstead, New Mexico Department of Education*

### Keynote Address

Decision Support Systems: What Decisions Can They Really Support?

*Kimberly Joyce, Massachusetts Department of Education*

*Joe Clark, Washington State Office of Superintendent  
of Public Instruction*

### Announcements

*Jim Travelstead, New Mexico Department of Education*

9:00 - 9:15 a.m.	Break	
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9:15 - 10:15 a.m.	<b>Concurrent Session V</b>
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V-A	California Data Integration Project: What We've Learned <i>Cliff Rudnick and Robert Nacario California Department of Education</i>	Parlors A and B
V-B	Virginia's Special Education Child Count Web-Based Transfer Solution <i>Doug Kosty, KPMG Consulting Dennis Weiss, Virginia Department of Education</i>	Parlors C and D

## Tuesday, March 12, 2002

V-C	New Mexico Accountability Data System: Dollars, Data, and Digits <i>Thomas Lewis and Tomas Rodriguez</i> <i>New Mexico Department of Education</i> <i>Robert Balcer and Paul Springer</i> <i>ORION Information Technologies</i>	Parlors E and F
V-D	Working with Districts on Data <i>Aleck Johnson</i> <i>American Association of School Administrators</i> <i>Raymond Yeagley, Rochester School Department</i>	Parlors G and H
V-E	School Interoperability Framework: How Can/Should States Benefit? <i>Sheri Rowe, Pennsylvania Department of Education</i> <i>Timothy Magner, Schools Interoperability Framework</i>	Arizona
V-F	CCD for Beginners <i>Beth Young and John Sietsema</i> <i>National Center for Education Statistics</i> <i>Julia Naum and Dell Gray, U.S. Bureau of the Census</i>	Colorado
10:15 - 10:30 a.m.	Break 	
10:30 - 11:30 a.m.	<b>Concurrent Session VI</b>	
VI-A	Why Reinvent the Wheel? <i>William Hallinan</i> <i>Montana State Office of Public Instruction</i>	Parlors A and B
VI-B	Access is RAD! <i>John Woodruff, Illinois State Board of Education</i>	Parlors C and D
VI-C	One Login, One Password: Elegant Internet Application Security <i>Scott Norton, Dennis Powell, and Jon Nordstrom</i> <i>Illinois State Board of Education</i>	Parlors E and F
VI-D	Profiles of State Education Systems for Use with NAEP <i>Jennifer Manise, Cynthia Pewett, and Ida Jones</i> <i>Council of Chief State School Officers</i>	Parlors G and H
VI-E	A Decision Support System: How to Get There From Here? <i>Kimberly Joyce, Massachusetts Department of Education</i> <i>Joe Clark, Washington State Office of Superintendent</i> <i>of Public Instruction</i>	Arizona

## Tuesday, March 12, 2002

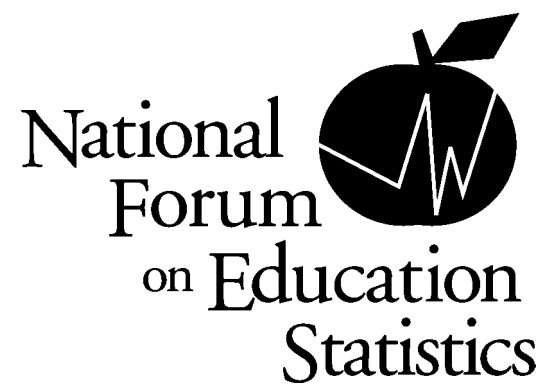
VI-F	This Time We Really Mean It! <i>John Sietsema, National Center for Education Statistics</i>	Colorado
11:30 a.m. - 1:00 p.m.	Lunch (on your own)	
1:00 - 2:00 p.m.	<b>Concurrent Session VII</b>	
VII-A	The Illinois School Report Card: Managing the Unmanageable <i>Richard Yong, Dennis Powell, and Scott Norton</i> <i>Illinois State Board of Education</i>	Parlors A and B
VII-B	School Report Cards: How Do We Ensure That the Latest Data About Our Schools is Available to the Public? <i>Mark Molique, Arizona Department of Education</i>	Parlors C and D
VII-C	New Tools for Aligning Instruction and Standards <i>Rolf Blank, Council of Chief State School Officers</i> <i>John Smithson, Wisconsin Center for Education Research</i>	Parlors E and F
VII-D	Broadway Lights and Gigabytes: New York State Builds a Data Warehouse (Part I) <i>Peter Rooney, New York State Regional Information Centers</i> <i>Robert Neumann, Nassau Regional Information Center</i> <i>David Courtright, Northeastern Regional Information Center</i>	Parlors G and H
VII-E	CHARLOTTE and the Expanding EDI Web <i>Raymond Yeagley, Rochester School Department</i> <i>Betsy Bainbridge, Postsecondary Electronic Standards Council</i>	Arizona
VII-F	CCD Edit Software Demonstration <i>Michael Freeman, U.S. Bureau of the Census</i>	Colorado
2:00 - 2:15 p.m.	Break 	
2:15 - 3:15 p.m.	<b>Concurrent Session VIII</b>	
VIII-A	IT and Education Accountability <i>Denis Doyle, SchoolNet</i>	Parlors A and B
VIII-B	Web System for District Annual Financial Report <i>Vickie Winder and Dale Carlson</i> <i>Missouri Department of Elementary and Secondary Education</i>	Parlors C and D



## Tuesday, March 12, 2002

VIII-C	Using Oracle Portals to Move from Page Management to Content Management (Part I) <i>Terry Allan, Vancouver School District</i> <i>Dave Berger, Oracle Government</i>	Parlors E and F
VIII-D	Broadway Lights and Gigabytes: New York State Builds a Data Warehouse (Part II) <i>Peter Rooney, New York State Regional Information Centers</i> <i>Robert Neumann, Nassau Regional Information Center</i> <i>David Courtright, Northeastern Regional Information Center</i>	Parlors G and H
VIII-E	Planning from Federal Perspectives <i>Patrick Sherrill, U.S. Department of Education</i> <i>Barbara Clements, Evaluation Software Publishing</i>	Arizona
VIII-F	Web Stories: Teach Your Children Well <i>Gerald Malitz, National Center for Education Statistics</i>	Colorado
3:15 - 3:30 p.m.	Break	
3:30 - 4:30 p.m.	<b>Concurrent Session IX</b>	
IX-A	The DATA After <i>Brenda McLean and Doris Stewart</i> <i>Arkansas Department of Education</i>	Parlors A and B
IX-B	Using Oracle Portals to Move from Page Management to Content Management (Part II) <i>Terry Allan, Vancouver School District</i> <i>Dave Berger, Oracle Government</i>	Parlors E and F
IX-C	The Impact of Interoperability: The Schools Interoperability Framework in Action <i>Timothy Magner, Schools Interoperability Framework</i> <i>Patrick Plant, Anoka-Hennepin Public Schools</i> <i>Roy Herrold and Judith Barnett</i> <i>Central Susquehanna Intermediate Unit</i> (This session will continue through 6:00 p.m.)	Arizona
IX-D	What's Rural? <i>William Sonnenberg, National Center for Education Statistics</i>	Colorado





**The Steering Committee  
of the National Forum on Education Statistics  
will meet in the Laguna Room**

**Tuesday, March 12, 2002**

**4:30 - 6:00 p.m.**





## Wednesday, March 13, 2002

7:30 a.m. - 12:30 p.m.    Registration table open    Garden Room

7:30 - 8:30 a.m.    Continental Breakfast    Promenade

**Cyber Café**  
**8:00 - 8:30 a.m.**  
**9:45 a.m. - noon**



After picking up your coffee in the Promenade,  
 visit the Southwest Ballroom for e-mail, surfing and lively discussion.

8:30 - 9:45 a.m.    **General Session**    New Mexico Ballroom  
 North/South

### **Welcome and Introduction**

*Jim Travelstead, New Mexico Department of Education*

### **Introduction of Keynote**

*Lee Hoffman, National Center for Education Statistics*

### **Keynote Address**

E-gov and the Federal Performance-Based  
 Data Management Initiative

*Arthur Graham and Hugh Walkup, U.S. Department of Education*

### **Thanks/Acknowledgements**

*Jim Travelstead, New Mexico Department of Education*

9:45 - 10:00 a.m.

Break



10:00 - 11:00 a.m.

### **Concurrent Session X**

X-A

Charter Schools in New Mexico  
*Ruth LeBlanc, New Mexico Department of Education*

Parlors C and D

X-B

Tracking Student Involvement in Special Education  
 and Early Intervention Services  
*John Dickey, Michigan Department of Education*  
*Kevin Ireland, Enterprises Computing Services*

Parlors E and F

## Wednesday, March 13, 2002

X-C	From SEA to Shining CCD <i>Glynn Ligon and Barbara Clements</i> <i>Evaluation Software Publishing</i> <i>Ron Streeter and Shawn Bay, eScholar</i>	Parlors G and H
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X-D	Los Angeles Unified School District's Student Achievement/School Accountability Decision Support System <i>Douglas Trelfa and Shahryar Khazei</i> <i>Los Angeles Unified School District</i> <i>Dennis Schurmeier, Oracle Consulting</i>	Arizona
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11:00 - 11:15 a.m.      Break

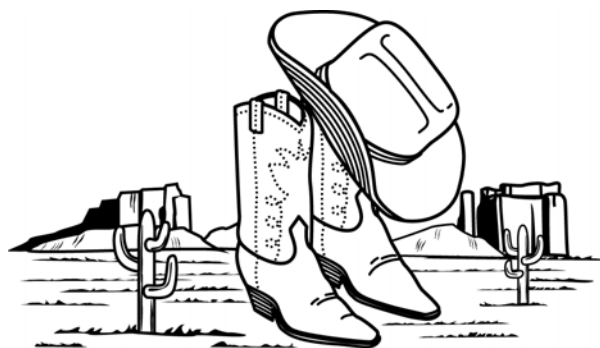
11:15 a.m. - 12:15 p.m.    **Concurrent Session XI**

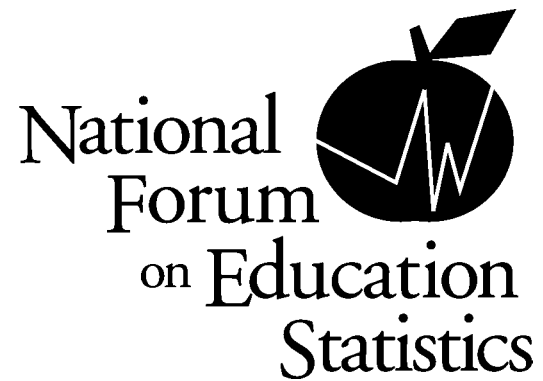
XI-A	Title I Allocations <i>William Sonnenberg, National Center for Education Statistics</i>	Parlors G and H
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XI-B	Decision Support Systems and Instructional Change: Progress and Challenges <i>Douglas Archbald, University of Delaware</i> <i>Shirley Dear, Delaware Department of Education</i>	Arizona
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XI-C	School District Boundary Survey and School District Demographics System <i>Tai Phan, National Center for Education Statistics</i> <i>David Aultman, U.S. Bureau of the Census</i>	Colorado
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***Thank you for coming!***





# **NATIONAL FORUM ON EDUCATION STATISTICS AGENDA**

**ALBUQUERQUE, NEW MEXICO  
March 13, 2002**

**NATIONAL CENTER FOR EDUCATION STATISTICS**



## **National Forum on Education Statistics Agenda**

### **Wednesday, March 13, 2002**

12:30 - 1:00 p.m.	General Session	New Mexico Ballroom North/South
1:15 - 4:15 p.m.	Standing Committees (a working lunch will be served)	
	National Education Statistics Agenda Committee	Arizona
	Technology, Dissemination and Communication	Colorado
	Policies, Programs and Implementation	Parlors A and B
4:30 - 5:00 p.m.	Steering Committee Meeting	Parlors A and B

### **Thursday, March 14, 2002**

8:30 a.m. - 4:00 p.m.	Student Privacy Working Group	Laguna
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**ALBUQUERQUE, NEW MEXICO**  
**March 11-13, 2002**

**NATIONAL CENTER FOR EDUCATION STATISTICS**  
**AND NEW MEXICO DEPARTMENT OF EDUCATION**

## **SESSION DESCRIPTIONS**



## Session Descriptions

**Monday, March 11, 2002**

### **CONCURRENT SESSION I 10:45 – 11:45 AM**

#### **The Electronic Violence and Vandalism Reporting System (EVVRS)**

##### **Session I-A**

##### **Parlors A and B**

Tom Collins, Jack Longworth, and Nancy Resch, *New Jersey Department of Education*

In March 2000, New Jersey's Electronic Violence and Vandalism Reporting System (EVVRS) opened for the Internet-based collection of data on incidents of violence, vandalism, weapons, and substance abuse occurring on school property. Using the new Web-enabled system, each district submits a record of each single incident and associated offender and victim information. This significantly eases the end-of-the-year reporting burden on school districts. We will review design issues, demonstrate data entry and editing online, and discuss lessons learned during the in-house development and operation of EVVRS.

#### **Oregon's Database Initiative: Transforming Data Collection to Achieve Enterprise Data Integration**

##### **Session I-B**

##### **Parlors C and D**

Doug Kosty and Michael Hess, *KPMG Consulting*  
Nancy Heiligman, *Oregon Department of Education*

The Oregon Department of Education is a national leader in Web-based data collection, analysis and reporting. Progress made on the Database Initiative project has been reported at every NCES conference since 1998.

This year's presentation will demonstrate how the Department has evolved and matured the Database Initiative through the course of multiple phases to develop its future vision of information technology to continue to transform Oregon education.

Presenters will illustrate how the Department's Web-based data collection system, the Database Initiative, provides an infrastructure for integration and standardizing all key department data resulting in:

- Increased cross-department data sharing opportunities
- Reduced data redundancy
- Better data standardization

## Session Descriptions

**Monday, March 11, 2002**

### **High School Data: Getting a Complete Picture and Effecting Change**

#### **Session I-C**

**Parlors E and F**

Nancy Smith, *Just for the Kids*

Just for the Kids has expanded the model developed for elementary and middle school data to fit the high school picture. In addition to test performance data, though, high schools in Texas are evaluated on graduation rates, 9<sup>th</sup> grade promotion rates, and end-of-course Algebra exams given in 9<sup>th</sup> – 11<sup>th</sup> grades. By looking at all of these indicators, schools get a complete picture of their programs and see how they compare to schools serving similar populations. This presentation will explain the model and demonstrate how it can be applied to so many indicators.

### **History of Locale Codes**

#### **Session I-D**

**Parlors G and H**

Frank Johnson, *National Center for Education Statistics*  
Nancy Speicher, *Westat*

This session will cover the history of locale codes, the definitions of the codes and how they have changed since the original codes were developed. It will describe the original methodology for assigning school locale codes, metro status codes, and district-level locale codes, and the changes that have taken place in the methodologies.

### **CCD-Integrated Data Query Tool**

#### **Session I-E**

**Arizona**

Carl Schmitt and John Sietsema, *National Center for Education Statistics*

This presentation shows how to soon access and tabulate the newly developed integrated CCD data that includes the State Non-Fiscal, State Fiscal, School District, and School File for 1997, 1998, and 1999. The School District Fiscal file (F-33) will soon be included, as will new data as released.

## Session Descriptions

**Monday, March 11, 2002**

### **New Mexico Child Nutrition System**

#### **Session I-F**

**Colorado**

Robert Balcer and Paul Springer, *ORION Information Technologies*  
Daryl Landavazo, *New Mexico Department of Education*

Description of the Web-based Child Nutrition System for the State of New Mexico that supports 189 school food authorities in the state.

## Session Descriptions

**Monday, March 11, 2002**

### **CONCURRENT SESSION II 1:15 – 2:15 PM**

#### **Web-Based Collection of School Performance Data: The Wisconsin Experience**

##### **Session II-A**

**Parlors A and B**

Rick Christofferson, *Wisconsin Department of Public Instruction*

The State of Wisconsin has settled on standards for secure data transmission, and the Department of Public Instruction is moving forward with development of an Internet-based data collection tool for its School Performance Report. The tool will eliminate the use of diskettes, impose more front-end data validation, and improve the timeliness and accuracy of data reporting. The presenter will discuss the needs behind the project, project development, project results, and how this will enhance decision support in Wisconsin. A demonstration of the Web-based software will be included in the presentation.

#### **Student Detail and Achievement Data: Supporting the New ESEA Legislation**

##### **Session II-B**

**Parlors C and D**

Mark Molique, *Arizona Department of Education*  
Daniel Moloney, *DeLani Technologies*

This presentation will: A) describe Arizona's vision for collecting and reporting on student detail and achievement data, and B) demonstrate an online multidimensional analysis tool for organizing and presenting the data. The tool allows Arizona to analyze student achievement data by ethnicity, gender, and economic status, as called for in the new Elementary and Secondary Education Act (ESEA) — the *No Child Left Behind Act of 2001*. The discussion will encompass the specific data collected and the collection method, as well as the data warehousing tools used for analysis and reporting.

## Session Descriptions

**Monday, March 11, 2002**

### **One Model, Multiple States: Actually Using Data to Improve Education**

#### **Session II-C**

**Parlors E and F**

Christine Caudullo and Nancy Smith, *Just for the Kids*

Just for the Kids has developed a model for analyzing and displaying performance data in a way that leads directly to changes in educational policies at the campus level. First applied to Texas data, the model is now being used in at least 4 other states and is being applied at the elementary, middle, and high school levels. This presentation will include an explanation of the model, show its flexibility across different state testing systems, and demonstrate how educators can use the data to improve education.

### **Decision Support, e-Learning, and Interoperability: The Role for States and the Vendor Community**

#### **Session II-D**

**Parlors G and H**

Greg Nadeau, *U.S. Open e-Learning Consortium*  
Timothy Magner, *Schools Interoperability Framework*

The two top emerging USED priorities in K-12 information technology are decision-support systems and e-learning platforms. The top policy trends are online assessment and the shift in focus from district-deployed systems to statewide systems.

Fourteen states have come together through an exploratory grant from USED to establish the U.S. Open e-Learning Consortium and to pilot a state-to-state test item exchange and online assessment demonstration. The USOE Consortium is working with the industry-led Schools Interoperability Framework (SIF) to develop a set of common definitions for learning objects.

Learning objects include curriculum, instruction, and assessment objects. Curriculum objects are statements of expectation of what students should know, value, and be able to do at target ages. Instructional objects are plans for student learning broken down into the hierarchy of course, unit, lesson, activity, and assignment. Assessment objects are assignments broken down into specific items, each intended to trigger student work, which in turn is assessed by a scoring rubric, to produce a graded result.

States and industry agree that learning object interoperability is good for all, but divisions remain about the extent to which government should involve itself in the creation and deployment of Web-based systems.



## Session Descriptions

**Monday, March 11, 2002**

### **Decision Support, e-Learning, and Interoperability: The Role for States and the Vendor Community**

#### **Session II-D Continued**

**Parlors G and H**

Greg Nadeau is Director of the U.S. Open e-Learning Consortium. Tim Magner is the Director of the Schools Interoperability Framework. Greg and Tim will lead a lively debate exposing the common points and potential disagreements between the public and the private sectors as we start the next major phase of educational technology system deployments.

### **Poor Man's Data Warehouse**

#### **Session II-E**

**Arizona**

Engin Konanc, *North Carolina Department of Public Instruction*

The North Carolina Education Statistics Access System (NCESAS) is designed to enable the general public, LEAs and the state agency personnel to access NC public education data. The system allows users to extract data and create custom reports without any programming. It runs both on the internal network of the department (for the Agency Personnel) and on the Internet. It is easy to use and low cost to build, to maintain and to operate.

### **Where Does All This Data Come From?**

#### **Session II-F**

**Colorado**

Tom Warren, *Las Cruces Public Schools*

This is a school district's view of the New Mexico Accountability Data System. How can state reporting requirements be incorporated into existing MIS? How shall responsibility for given areas of data be distributed across the staff? A discussion of the ongoing development in the Las Cruces, NM, school district with emphasis on successes and failures will be included. Tom Warren has been involved with the New Mexico project since "the paper was blank."

## Session Descriptions

**Monday, March 11, 2002**

### **CONCURRENT SESSION III 2:30 – 3:30 PM**

#### **United We Stand! Consortia Efforts for Building Student Information Systems**

##### **Session III-A**

**Parlors A and B**

Sheri Rowe, *Pennsylvania Department of Education*  
Dennis Powell, *Illinois State Board of Education*

This timely presentation will consist of information and discussions regarding the feasibility of forming a consortium of states to pool resources and effort to produce a requirements study for and design of a platform-independent automated state level student information system that will contain the necessary information to respond to federal reporting requirements emanating from U.S. Department of Education, U.S. Department of Agriculture, and other Federal agencies. The discussion will focus on what states will be involved, how the project will be managed, how funds will be made available, how we will partner with the Federal government, and what needs to be included in the RFP.

#### **Student Perceptions of the Impact of Instructional Services on Their Post-Exit Experiences**

##### **Session III-B**

**Parlors C and D**

Dan Bristow, *Career Development Resources/Texas Workforce Commission*

The purpose of the study was to determine the impact of educational experiences of former high school and community college students on their post-exit experiences. Data analyses focus on state-level public databases supplemented with information gathered from individuals who participated in targeted programs, services, and activities. Selected results of the study will be discussed.

## Session Descriptions

**Monday, March 11, 2002**

### **Making the Connection**

#### **Session III-C**

**Parlors E and F**

Jeff Guan and Ted Strickland, *University of Louisville*

John Balchunas and Robert Rodosky, *Jefferson County Public Schools*

There is evidence that success in school is heavily influenced by the child's involvement with institutions, programs and society. Thus, various after-school programs have been at the forefront of efforts to influence scholastic performance. However, there is relatively little data about the real nature of the relationship between after-school programs and success in the school. Thus, much current funding as well as advocacy for program expansion is based on politics and habit rather than data. This presentation describes an Internet-based decision support system at Jefferson County Public Schools (JCPS), the 23<sup>rd</sup> largest school district in the country, to place powerful analytical tools in the hands of decision makers to study the connectedness theory. JCPS has a 14-year-old NCR Teradata data warehouse that collects and accumulates data, including data on school performance, on a daily basis. JCPS also has recently installed KidTrax, a system that tracks after-school activities for students enrolled in the district. The Internet-based decision support system integrates the data from the above two sources and provides the decision makers with insight into the connection between after-school programs and success in school. The presentation will address issues such as data warehousing, business intelligence architecture, and empowering end users in the use of technologies. The presentation will also include a demonstration of the decision support system over the Internet.

### **Data Driven Decision-Analysis Continuum: What Can We Learn About Teaching and Learning?**

#### **Session III-D**

**Parlors G and H**

Philip Streifer, *University of Connecticut*

There is a continuum of practice in data driven decision-analysis and decision-making. This continuum spans three stages from the interpretation of aggregate data reports to a "drill down" process using data-warehouses to full-scale data mining. The depth of understanding about teaching and learning grows at successive stages in this continuum. This process/continuum of practice has been modeled among ten Connecticut school districts using the EDexplore<sup>TM</sup> decision-support system exploring what is "knowable" at each stage. This presentation will report on results of this project and explain how this continuum of practice fits within a decision-making model.

## Session Descriptions

**Monday, March 11, 2002**

**“You Got to be Careful If You Don’t Know Where You’re Going, because You Might Not Get There.” Yogi Berra: Web Planning, a Necessary Evil (Part I)**

### Session III-E

**Arizona**

Gerald Malitz, *National Center for Education Statistics*

In this two-part session we will examine one model on how Web development, maintenance and administration all need to work hand in hand. It’s not enough to keep updating Web sites by putting new content up. The big picture has to be in focus all of the time and policies and procedures need to be adhered to in order to successfully run a Web site. Do you have many developers with different skill levels? Perhaps you have parts of your organization that give the appearance of working in a vacuum. These are barriers to success only if you let them become barriers. Being proactive and upfront about what is expected from everyone throughout the Web process is essential in any organization. Using the NCES model we will explore all of these issues. We will also examine how to use Web statistics in improving Web site navigation and how Web usability studies can enhance the usefulness of an organization’s Web site.

### **The Creation and Evolution of the Education Systems Data Handbook**

### Session III-F

**Colorado**

Barbara Clements, *Evaluation Software Publishing*  
Jinhee Lee, *Council of Chief State School Officers*  
Beth Young, *National Center for Education Statistics*

A year has passed since work began on the NCES Education Systems Data Handbook (formerly known as the Institution Handbook). It has become increasingly clear that information on education systems is a critical link between education data such as student staff, finance, and facilities. The scope of the handbook has been outlined, data elements have been collected and defined, and a data model has been created. During this session, a draft of the data elements and data model will be presented. Come join us to discuss how this handbook will better the data quality about the condition of education.

## Session Descriptions

**Monday, March 11, 2002**

### **CONCURRENT SESSION IV 3:45 – 4:45 PM**

#### **MSIS...Runaway Data, Running Wild...No More**

##### **Session IV-A**

**Parlors A and B**

Francie Gilmore-Dunn, Jolene Miesse, Sammie Wilson, Sutter Bailey, and Derrick Lindsey  
*Mississippi Department of Education*

Mississippi's Student Information System (MSIS) is **ON** and running Solo. Three years out from its initial launch, this Web-based, XML format, Oracle developed, Sun Solaris platform, Multi-Million Dollar System is in full production. Is it "Running The Numbers" correctly and producing timely data? Are there any problems? Come hear if all district and school level staff quit!!!

#### **Data Disaggregation: Breaking Out Your Students So You Don't Breakout**

##### **Session IV-B**

**Parlors C and D**

Bill Insko, *Kentucky Department of Education*

Federal regulation requires states to disaggregate student data by multiple categories, including gender, each major racial and ethnic group, students with disabilities, and economically disadvantaged students. This session provides numerous examples for displaying assessment data to compare the performance of different student groups. The goal of these various data disaggregations goes beyond meeting the letter of the law by providing useful displays of data to inform stakeholders as they make decisions about educational programs and classroom instruction.

## Session Descriptions

**Monday, March 11, 2002**

**Making Decision Support Systems Useful in the Classroom:  
Designing a Needs Assessment Process**

**Session IV-C**

**Parlors G and H**

Christopher Thorn, *University of Wisconsin-Madison*

The presentation will cover the disparities between the decision support needs of district-level decision-makers and the school-level personnel. A proposed professional development plan will be outlined and specific templates geared toward supporting a school-level needs assessment process. The linkages between needs assessment and school improvement planning will also be explicitly discussed. Finally, examples of these tools will be presented from an ongoing cooperative research project with the Milwaukee Public Schools.

**“You Got to be Careful If You Don’t Know Where You’re Going, because You Might Not Get There.” Yogi Berra: Web Planning, a Necessary Evil (Part II)**

**Session IV-D**

**Arizona**

See Session Description III-E

**Key Issues in Monitoring Student Academic Achievement  
with the National Assessment of Educational Progress**

**Session IV-E**

**Colorado**

Steven Gorman and Shi-Chang Wu, *National Center for Education Statistics*

This presentation will discuss the foundations that enable the National Assessment of Educational Progress (NAEP) to become the nation’s leading program in monitoring and reporting trends in students’ academic achievements. The key state of the art design and operational features of the NAEP program will be outlined and discussed.

After discussing the central characteristics of NAEP, several potential options for enhancing the future design, measurement, and reporting of student academic performance and achievement will be explored and thoroughly considered. The difficulties, the challenges involved, and likely solutions will be proposed.



# GENERAL SESSION

## TUESDAY, MARCH 12, 2002

### Decision Support Systems: What Decisions Can They Really Support?

Kimberly Joyce, *Massachusetts Department of Education*

Joe Clark, *Washington State Office of Superintendent of Public Instruction*

**New Mexico Ballroom**

**North/South**

Everyone is talking about Decision Support Systems (DSS). What has to be in place to design, develop, and implement this kind of a system? How difficult is it to develop a DSS? What can it do for people in the education community? How can administrators use a DSS? Can teachers use it? These questions, and more, will be answered in this dynamic presentation.



## Session Descriptions

**Tuesday, March 12, 2002**

### **CONCURRENT SESSION V 9:15 – 10:15 AM**

#### **California Data Integration Project: What We've Learned**

##### **Session V-A**

**Parlors A and B**

Cliff Rudnick and Robert Nacario, *California Department of Education*

The California Department of Education is working to address the phased-in implementation of the California School Information Services (CSIS) program that collects student, staff, and institutional data from California districts and schools. Come hear what the CDE Data Integration Project (DIP) team has learned about integration of low-level data collected through the CSIS program with those data collected through traditional aggregate paper and electronic submissions. Sometimes it's good to be a DIP.

#### **Virginia's Special Education Child Count Web-Based Transfer Solution**

##### **Session V-B**

**Parlors C and D**

Doug Kosty, *KPMG Consulting*  
Dennis Weiss, *Virginia Department of Education*

Virginia Department of Education and KPMG Consulting staff will present an overview and demonstration on the transfer from Oregon to Virginia of the Special Education solution for secure, public Internet-based application system for gathering, validating, and transferring local education agency special education child count data to the state.

Issues of fit-gap, data conversion, schedules, hardware and software platform modifications as well as security, maintenance data cleansing, data validation, Web reporting, system limitations, hardware/software standardization, political "sale," and real world obstacles will be addressed from both technical and personal perspectives.

## Session Descriptions

**Tuesday, March 12, 2002**

### **New Mexico Accountability Data System: Dollars, Data, and Digits**

#### **Session V-C**

**Parlors E and F**

Thomas Lewis and Tomas Rodriguez, *New Mexico Department of Education*  
Robert Balcer and Paul Springer, *ORION Information Technologies*

A unique method of collecting district data on staff, students, classes, and discipline in order to meet state and federal reporting guidelines. A system that has allowed districts to learn more about their instructional programs while providing the state with more accurate data to fund individual programs with limited dollars. Time and training of state and district personnel are expected to decrease redundant reporting of data utilizing this method of data collection.

### **Working with Districts on Data**

#### **Session V-D**

**Parlors G and H**

Aleck Johnson, *American Association of School Administrators*  
Raymond Yeagley, *Rochester School Department*

Local school districts all across the country are beginning to seriously examine data in order to improve educational outcomes. School districts are generating and collecting more data than ever before and putting their data through more rigorous analysis. Raymond Yeagley, Superintendent of the Rochester School Department in Rochester, NH, and Aleck Johnson, Program Manager with the AASA Center for Accountability Solutions, will present and discuss how local districts and states can work together to create and share data that meet both state and local needs.

## Session Descriptions

**Tuesday, March 12, 2002**

### **School Interoperability Framework: How Can/Should States Benefit?**

#### **Session V-E**

**Arizona**

Sheri Rowe, *Pennsylvania Department of Education*  
Timothy Magner, *Schools Interoperability Framework*

Pennsylvania Department of Education has received approval for a U.S. Department of Education (USED) grant to 1) test the concept that SIF data elements relating to students can be collected at a predetermined site State-wide (using newer technology), and that the Department staff can generate reports from it, and 2) work aggressively with SIF through established committees to influence State interests and needs in the process. The Pennsylvania Department of Education is keenly interested in exploring ways to improve collection of student-related information, as well as the efficient use of that data and will be researching the logistics of SIF compliant and non-compliant schools to determine if there are ways to use SIF as a part of the student information data reporting/collection process. States are invited to discuss issues surrounding this innovative approach. USED is also partnering in this endeavor, and we will be utilizing the Common Core of Data elements that are currently being updated.

### **CCD for Beginners**

#### **Session V-F**

**Colorado**

Beth Young and John Sietsema, *National Center for Education Statistics*  
Julia Naum and Dell Gray, *U.S. Bureau of the Census*

This is a session for new CCD Coordinators, Coordinators who want to brush up, and anyone interested in the inner workings of CCD data submissions. Get the word on review of schedules, tricky data items, what to do when “something like that doesn’t happen in your state,” and more!

## Session Descriptions

**Tuesday, March 12, 2002**

### **CONCURRENT SESSION VI 10:30 – 11:30 AM**

#### **Why Reinvent the Wheel?**

##### **Session VI-A**

**Parlors A and B**

William Hallinan, *Montana State Office of Public Instruction*

This presentation will focus on some of the practical aspects of how Montana adopted ideas and computer systems from other states. Since many IS projects are federally funded, and therefore freely available to other states, it makes economic sense to use what has already been developed. Why reinvent the wheel? Montana has successfully borrowed from the work of three states. Included in the discussion is an overview of the dynamics involved, return on investment, adoption of business processes, staffing models, support resources, overall cost, and lessons learned. A brief demonstration of three programs will illustrate the points. Learning about and adopting the work of others continues to be a focus for Montana's small shop with limited programming resources.

Some of the programs Montana has adopted or borrowed from are: School Food NSL, Milk, and Summer programs – Florida and Tennessee; Adult Basic Ed – North Dakota; Teacher Reporting – concepts and means from South Dakota.

#### **Access is RAD!**

##### **Session VI-B**

**Parlors C and D**

John Woodruff, *Illinois State Board of Education*

Many persons view Microsoft Access as just another data base manager, but it is much more than that. Access can be effectively used as part of a Rapid Application Development (RAD) project for prototyping the user interface and other system functions. The newest release of Access with its capability of direct interface to SQL server makes this option for system development even more attractive. This non-technical presentation will concentrate on the managerial advantages of using Access as an integral part of a RAD system development project.

## Session Descriptions

**Tuesday, March 12, 2002**

### **One Login, One Password: Elegant Internet Application Security**

#### **Session VI-C**

**Parlors E and F**

Scott Norton, Dennis Powell, and Jon Nordstrom, *Illinois State Board of Education*

The Illinois State Board of Education has developed an in-house Web application security module for all Web-based applications offered by ISBE. This module allows for multiple levels of school district, regional office, and ISBE document-level and customer sign-up request approvals. Customers can sign up for an account and then select the Internet-based systems they want to use. School districts can then approve or deny usage for each customer request per system. This completely data-driven product has been highly praised by our customers and we are willing to share our ideas with other state agencies.

### **Profiles of State Education Systems for Use with NAEP**

#### **Session VI-D**

**Parlors G and H**

Jennifer Manise, Cynthia Pewett, and Ida Jones, *Council of Chief State School Officers*

The Council of Chief State School Officers (CCSSO) is in the second year of its Profiles of State Education Systems for Use with NAEP projects. In a collaborative effort with NCES, the presenters will discuss the origins of the work and the technical issues surrounding compiling information from multiple sources, and will focus mainly on how the data are used and updated. CCSSO will utilize the data on the Web for a live demonstration of the capacity of the data. Audience discussion will be encouraged.

### **A Decision Support System: How to Get There From Here?**

#### **Session VI-E**

**Arizona**

Kimberly Joyce, *Massachusetts Department of Education*  
Joe Clark, *Washington State Office of Superintendent of Public Instruction*

Developing a Decision Support System involves careful planning. By taking advantage of the presenters' experience in collaboratively developing a system in two states, valuable time will be saved in any other state or district. Presenters will discuss the use of XML and the processes used to get systems, traditionally thought of as "stovepipe systems," to speak to each other.

## Session Descriptions

**Tuesday, March 12, 2002**

**This Time We Really Mean It!**

**Session VI-F**

**Colorado**

John Sietsema, *National Center for Education Statistics*

At nearly every one of these 15 MIS conferences we at NCES have had at least one session designed to convince state education staff that it would be a good business decision for them to make the Common Core of Data an important part of their state statistical agenda. We have made many converts, but unfortunately, every year there are still several holdouts who provide seriously incomplete and/or very late data, diminishing the credibility and usefulness of CCD data products, especially for users in the affected states. Recent and approaching developments in ED and in privately funded programs make our assertion truer than it has ever been before. This session will explain why.

## Session Descriptions

**Tuesday, March 12, 2002**

### **CONCURRENT SESSION VII 1:00 - 2:00 PM**

#### **The Illinois School Report Card: Managing the Unmanageable**

##### **Session VII-A**

**Parlors A and B**

Richard Yong, Dennis Powell, and Scott Norton, *Illinois State Board of Education*

Title 1 requires that assessment data be disaggregated by various categories of students. This requirement has greatly increased the volume of data to be included in the school report cards. How would a state comply with the reporting requirements and yet have report cards that are manageable and meaningful? Presenters will discuss the method employed in Illinois to individualize report cards for each school.

#### **School Report Cards: How Do We Ensure That the Latest Data About Our Schools is Available to the Public?**

##### **Session VII-B**

**Parlors C and D**

Mark Molique, *Arizona Department of Education*

This presentation will demonstrate Arizona's School Report Card system. The application makes possible the gathering, online, of a wide variety of data about individual district schools and charter schools. It then makes the data accessible online, so that the public, educators, and decision makers can view it from any Internet-enabled computer. School Report Card information is then distributed in a standardized format so that comparisons can be made easily.

## Session Descriptions

**Tuesday, March 12, 2002**

### **New Tools for Aligning Instruction and Standards**

#### **Session VII-C**

**Parlors E and F**

Rolf Blank, *Council of Chief State School Officers*  
John Smithson, *Wisconsin Center for Education Research*

In collaboration with the Wisconsin Center for Education Research, CCSSO worked with a group of states, schools, and teachers to develop an advanced, in-depth approach to collecting and reporting data on the “enacted curriculum” in K-12 math and science, i.e. the actual subject content and instructional practices experienced by students in classrooms.

The presentation will demonstrate reliable, comparable methods of collecting data through a Web-based model and analyzing and reporting curriculum data. User-friendly graphics and charts illustrate how the tools can be used to address a number of key concerns.

- How instruction in science/math differs from school to school and grade to grade.
- Differences in subject content taught in relation to standards and assessment.
- Effects of professional development on teaching practices.

### **Broadway Lights and Gigabytes: New York State Builds a Data Warehouse (Part I)**

#### **Session VII-D**

**Parlors G and H**

Peter Rooney, *New York State Regional Information Centers*  
Robert Neumann, *Nassau Regional Information Center*  
David Courtright, *Northeastern Regional Information Center*

The Regional Information Centers of the State of New York set out to create a data warehouse to assist local school districts in improving instructional outcomes.

To achieve this goal, the 12 Regional Information Centers entered into a joint venture designed to create a statewide data warehousing environment.

This session will focus on the steps taken to create such a warehouse, including a description of the hardware and software infrastructure. It will also address the issues of standardization necessary to create 12 regional warehouses with the appearance of a single statewide warehouse.

A demonstration of the actual warehouse will be conducted.



## Session Descriptions

**Tuesday, March 12, 2002**

### **CHARLOTTE and the Expanding EDI Web**

#### **Session VII-E**

**Arizona**

Raymond Yeagley, *Rochester School Department*  
Betsy Bainbridge, *Postsecondary Electronic Standards Council*

Would you like help sending and receiving student records to other districts and colleges via the Internet? This session is an introduction to CHARLOTTE, an initiative providing a data translation and routing service to schools at all levels. Managed by the non-profit Postsecondary Electronic Standards Council in partnership with the National Center for Education Statistics, the University of Maryland System, the State of New Hampshire, and others, CHARLOTTE works in conjunction with others in the education community to move to electronic exchange of student information securely over the Internet. Presenters will describe the service, provide examples of how CHARLOTTE works, and help attendees understand how CHARLOTTE might be incorporated into their own data exchange processes.

### **CCD Edit Software Demonstration**

#### **Session VII-F**

**Colorado**

Michael Freeman, *U.S. Bureau of the Census*

This session will demonstrate the Edit Software used for the school and agency CCD collections. This software is used by NCES in the collection of CCD data from states. The software will import CCD data files, assign NCES identification numbers for your new schools and agencies, produce several reports and soft edits of your data for review. The presentation is applicable to all involved in the CCD data collections and any who want to see edit software in action.

## Session Descriptions

**Tuesday, March 12, 2002**

### **CONCURRENT SESSION VIII 2:15 - 3:15 PM**

#### **IT and Education Accountability**

##### **Session VIII-A**

**Parlors A and B**

Denis Doyle, *SchoolNet*

Policy and practice issues surround data-driven decision making for K-12 education in the United States. Material will be offered on the diagnostic uses of testing (as distinct from the accountability issues in school districts) in the measurement and analysis of student achievement for state department analysis.

#### **Web System for District Annual Financial Report**

##### **Session VIII-B**

**Parlors C and D**

Vickie Winder and Dale Carlson, *Missouri Department of Elementary and Secondary Education*

The Missouri Department of Elementary and Secondary Education (DESE) will describe the process followed in designing, programming, and implementing a Web-based data collection system for the annual financial and transportation data required from school districts. The previous diskette-based system was reengineered and transformed to a Web-based system. This system provides districts the option to transfer text files to DESE, to populate database fields, or to key all data items. An online edit process, an electronic communication process between DESE and districts, and report options are improving productivity and efficiency of DESE and district staff. A demonstration of the system will be provided.

## Session Descriptions

**Tuesday, March 12, 2002**

### **Using Oracle Portals to Move From Page Management to Content Management (Part I)**

#### **Session VIII-C**

**Parlors E and F**

Terry Allan, *Vancouver School District*  
Dave Berger, *Oracle Government*

The Vancouver School District in Washington State is implementing Oracle Portals district-wide as a delivery mechanism for data derived from its student, fiscal and human resource applications. This powerful architecture is also being configured to allow teachers to log in to their personal portal to maintain content posted on their classroom Web site. Eventually each student will have a portal that is personalized to his or her learning needs. Within this framework a teacher is freed from the burden of learning to use an HTML processor. In as little as 15 minutes per week a teacher can update his/her classroom Web site with a quick look calendar, events, links, and announcements that provide current information to students and parents. The building Media Specialist and Principal can also post information directly to the classroom page through their portal. The session will consist of both a demonstration and a workshop on how the system is configured and maintained.

### **Broadway Lights and Gigabytes: New York State Builds a Data Warehouse (Part II)**

#### **Session VIII-D**

**Parlors G and H**

**See Session Description VII-D**

### **Planning from Federal Perspectives**

#### **Session VIII-E**

**Arizona**

Patrick Sherrill, *U.S. Department of Education*  
Barbara Clements, *Evaluation Software Publishing*

Presenters will bring participants up to date on the efforts during the past year as the Office of the Chief Information Officer (OCIO) in the federal Department of Education gathered information from states and local districts on issues ranging from decision support systems to data collections.

As the country moves toward more focused data collections, a draft of Consensus Data Elements has developed. Presenters will discuss the process used to determine which data elements were included in this list. In addition, presenters will talk about the next steps for the adoption of these data elements and some long-range planning for data coordination throughout the Department of Education.

## Session Descriptions

**Tuesday, March 12, 2002**

### **Web Stories: Teach Your Children Well**

**Session VIII-F**

**Colorado**

Gerald Malitz, *National Center for Education Statistics*

There are millions of Web stories out there, this is but one. Sometimes children grow up to be more than their parents ever imagined them becoming. This is also true for Web sites. How does an offshoot of a major government Web site become an influential and popular entity on its own? How do you take drab (did I say drab? I didn't mean drab, I meant exciting) statistics that don't connect very well to kids and make them more interesting and more accessible? The model that NCES uses with its NCES Students' Classroom is one way that you might proceed. Come learn how NCES developed and continues to build applications specifically for our student audience. Site usage statistics for this site in comparison to the same information elsewhere on the NCES site will also be explored and analyzed.

## Session Descriptions

**Tuesday, March 12, 2002**

### **CONCURRENT SESSION IX 3:30 - 4:30 PM**

#### **The DATA After**

##### **Session IX-A**

**Parlors A and B**

Brenda McLean and Doris Stewart, *Arkansas Department of Education*

Putting it all together....Standards + Data Formats + Collection + Distribution. This is an overview of efforts in Arkansas to disseminate data received over a statewide information system to the department, school district administrators, legislators, the public and others. The presentation will focus on the utilization of Access software to demonstrate the accessibility of existing data.

#### **Using Oracle Portals to Move From Page Management to Content Management (Part II)**

##### **Session IX-B**

**Parlors E and F**

See Session Description VIII-C

## Session Descriptions

**Tuesday, March 12, 2002**

### **The Impact of Interoperability: The Schools Interoperability Framework in Action**

#### **Session IX-C**

**Arizona**

**(This session will continue through 6:00 p.m.)**

Timothy Magner, *Schools Interoperability Framework*

Patrick Plant, *Anoka-Hennepin Public Schools*

Roy Herrold and Judith Barnett, *Central Susquehanna Intermediate Unit*

The Schools Interoperability Framework (SIF) is an initiative driven by K-12 education technology providers and educators to revolutionize the management and accessibility of data within the K-12 environment. SIF enables diverse applications to interact and share data efficiently reliably and securely regardless of the platform hosting the applications. By helping schools, districts, and states leverage their technology investments, streamline their data entry, enable data warehousing and data mining, improve their reporting, and enhance decision support, SIF is truly revolutionizing how schools work. This workshop will include an overview of SIF; a live “virtual school” demonstration of interoperability between SIF enabled applications, and an opportunity for dialog with schools and districts implementing SIF today.

Following the “virtual school” demonstration, the presenters will be joined in a panel session with representatives from vendor members of SIF and local, regional and state agencies to conduct a forum on the interoperability directions of the Schools Interoperability Framework in the future.

### **What’s Rural?**

#### **Session IX-D**

**Colorado**

William Sonnenberg, *National Center for Education Statistics*

This presentation will describe the NCES Rural Web site, with special emphasis on the data section. The bulk of the presentation will focus on a comparison of data tabulations using the various rural classification systems. The resources side will also be described. A limited number of indicators will be provided comparing rural and non-rural education, including both fiscal and non-fiscal data. The indication that a LEA is rural has always been an important indicator that special circumstances exist for that LEA. Rural school districts face many of the same demands as their city counterparts, but they often must procure resources with less revenue, especially when the items to be purchased come at fixed costs regardless of the size of the student population. For example, transportation costs in rural areas may be very large per pupil, with few children transported over vast distances. The Congress has begun to investigate new financial initiatives for rural schools. Special targeted assistance with construction, utility and other infra-structure, and special instructional needs have emerged. The Rural Education Achievement Program (REAP) is just one example of such a program.



# GENERAL SESSION

## WEDNESDAY, MARCH 13, 2002

### E-gov and the Federal Performance-Based Data Management Initiative

Arthur Graham and Hugh Walkup, *U.S. Department of Education*

**New Mexico Ballroom  
North/South**

Arthur Graham, Deputy Chief Information Officer and Hugh Walkup, Director, Planning and Policy Services will address the topic of how the United States Department of Education will meet Objective 6.3 of its new strategic plan: ED will "manage information technology resources, using e-gov, to improve services for our customers and partners." One strategy for meeting that objective declares "the Department will minimize burden on our partners and improve the quality of federal data by implementing the Performance Based Data Management Initiative." The President's budget for FY 2003 includes \$10 million for work on this initiative. Arthur Graham and Hugh Walkup will present overviews of these efforts from the perspective of the Office of the Chief Information Officer and the Office of the Deputy Secretary. Time will be reserved to respond to questions.



## Session Descriptions

**Wednesday, March 13, 2002**

### **CONCURRENT SESSION X 10:00 - 11:00 AM**

#### **Charter Schools in New Mexico**

##### **Session X-A**

**Parlors C and D**

Ruth LeBlanc, *New Mexico Department of Education*

This presentation will give information about the New Mexico Charter School Law, the application process, the appeals process, and funding sources for New Mexico charter schools. In addition, promising practices from some of the charter schools currently in operation will be shared. There will be time for questions and answers.

#### **Tracking Student Involvement in Special Education and Early Intervention Services**

##### **Session X-B**

**Parlors E and F**

John Dickey, *Michigan Department of Education*  
Kevin Ireland, *Enterprises Computing Services*

The Michigan Office of Special Education and Early Intervention Services has implemented a new Web-based system to track and evaluate services delivered throughout the state. Complaints, hearings and other due process data are used to measure and improve service levels. The system incorporates a unique student ID generator that has improved the accuracy of data collected and allows student services to be tracked over time. This session will discuss how the system is used to exchange data with districts and service providers, ensure compliance with state and federal regulations and provide extensive analysis and disaggregation capabilities to state and local agencies.

## Session Descriptions

**Wednesday, March 13, 2002**

### **From SEA to Shining CCD**

#### **Session X-C**

**Parlors G and E**

Glynn Ligon and Barbara Clements, *Evaluation Software Publishing*  
Ron Streeter and Shawn Bay, *eScholar*

SEAs and LEAs are on the lookout for automated ways to compile and transfer data. This session will demonstrate a couple of ways to meet the requirements for creating CCD submission files. Using SIF specifications and XML technology, eScholar has developed a procedure for compiling student data into a data warehouse and exporting the data into the CCD format. ESP has developed mapper/translator software that moves data from disparate SEA files into the CCD format.

### **Los Angeles Unified School District's (LAUSD) Student Achievement/School Accountability Decision Support System**

#### **Session X-D**

**Arizona**

Douglas Trelfa and Shahryar Khazei, *Los Angeles Unified School District*  
Dennis Schurmeier, *Oracle Consulting*

LAUSD has implemented a Decision Support System focused on student achievement and school accountability data. This entirely Web-based system provides standard and ad-hoc reporting capabilities for norm referenced test scores, school accountability scores, student marks, Advanced Placement enrollment and exams, monthly and year-to-date attendance, standards-based performance measurements, and language development and proficiency, among others. Tight security has been implemented to protect student level data from non-authorized users: a principal can only see detailed student records of students at his or her school. Capabilities include being able to go from aggregate level reports to student detail reports through hyperlinks on aggregate counts and the ability to download reports. In the aggregate reports, users can easily change the input parameters to compare groups of students by demographic and program characteristics.

## Session Descriptions

**Wednesday, March 13, 2002**

### **CONCURRENT SESSION XI 11:15 AM - 12:15 PM**

#### **Title I Allocations**

##### **Session XI-A**

**Parlors G and H**

William Sonnenberg, *National Center for Education Statistics*

This session will feature an explanation of the Title I allocation process with special emphasis on the impact of CCD data. This session will also feature an update on the current status of the law, including possible changes as a result of reauthorization and a special analysis of the potential effect of errors in the calculation of per-pupil expenditures on final allocations.

#### **Decision Support Systems and Instructional Change: Progress and Challenges**

##### **Session XI-B**

**Arizona**

Douglas Archbald, *University of Delaware*  
Shirley Dear, *Delaware Department of Education*

Delaware, like many states, has greatly increased the amount of testing, the stakes of testing, the accessibility of student and organizational data, and public expectations for school improvement. This happened relatively quickly – a product of legislation and rapid developments in information technology.

Decision support systems for school-level decision-makers are developing: these include improved online analysis and reporting tools and a new decision-support partnership of Delaware's Department of Education, the University of Delaware's Academy for School Leadership, and public school districts. But there are still many challenges. Organizational cultures, school leadership, and instructional practice often are slow to change. This presentation reports on the goals, technologies, and partnerships of Delaware's *decision support system* for school-level decision-makers, and on the challenges that remain before us in trying to extend data-based instructional planning to the school and classroom level. Interviews with school, district, DOE, and UD educators and specialists inform this presentation.

## Session Descriptions

**Wednesday, March 13, 2002**

### **School District Boundary Survey and School District Demographics System**

#### **Session XI-C**

**Colorado**

Tai Phan, *National Center for Education Statistics*  
David Aultman, *U.S. Bureau of the Census*

This session combines presentations of projects being conducted by the National Center for Education Statistics (2000 Decennial Census School District Project) and by the U.S. Census Bureau (School District Boundary Survey).

The School District Demographics System completed the text and standard mapping viewers to provide the 2000 Decennial Census School District Project and 1999-2000 CCD data integrated with the 1999-2000 School District Boundary. The School District Demographics System is an Interactive Mapping Online System using ESRI software, ArcIMS and ArcSde.

The U.S. Census Bureau survey states every two years to obtain updated school district boundary information for Title 1 funding purposes. This session provides attendees with an overview of the methodologies used in the survey and a forum to discuss improvements.



# 15th ANNUAL MIS CONFERENCE



**ALBUQUERQUE, NEW MEXICO**  
**March 11-13, 2002**

**NATIONAL CENTER FOR EDUCATION STATISTICS**  
**AND NEW MEXICO DEPARTMENT OF EDUCATION**

**DEMONSTRATION**  
**DESCRIPTIONS**



# DEMONSTRATION DESCRIPTIONS

## SOUTHWEST BALLROOM

### **eScholar: Complete Data Warehouse Solution for K-12 Education**

Ron Streeter, Shawn Bay, Wolf Boehme, and Eric Johnson, *eScholar*

eScholar is the leading data warehouse, decision support system, analysis and reporting solution for K-12 education, now licensed by over 600 school districts in 7 states.

eScholar is a complete solution which includes all the tools and procedures necessary to standardize and cleanse data and build a powerful and flexible data warehouse. It provides the ability to integrate 26 categories (domains) of data including student demographics and attributes, attendance, standardized test results, discipline infractions, staff demographics and attributes, professional development, finance and transportation.

eScholar provides the foundation for school districts to study and report on program effectiveness, accountability, academic intervention, student performance and assessment performance with the ability to match test item responses to state standards. The ability to store the broad scope of data historically in the eScholar data warehouse makes it the ideal platform for school districts to fulfill their state and federal reporting requirements.

### **Online Decision-Support Systems: Knowledge Acquisition, Automation and Web Access**

Dustin Huntington, *EXSYS*

Learn an easy new way to build simple systems that capture and disseminate decision-making knowledge. Attendees will be shown how, when, and why these types of systems are beneficial.

Systems can be built to improve operations, help with compliance including Baldrige criteria, reduce paperwork, and provide valuable Web site interactivity with students, faculty, parents, and the community.

Best approach, concepts, and fielded applications will be presented. Attendees will be given copies of demo software and an easy 5-lesson tutorial. They will be able to use these tools to build their own systems and deploy them on their Web sites.



### **Data Disaggregation and Analysis; Electronic Grants Management; Accountability Systems**

Kevin Ireland, *Enterprises Computing Services*

ECSDTool allows users to identify and understand the important issues buried in the vast amounts of data available to them. “Drill down”, “summarize up” or disaggregate to get the information you need. eGrantsManager is a complete grants workflow system for states that automates the district grant application, scoring, award and post-award processes. ECStAR is a student assessment reporting tool that provides detailed test result reports, organized by current student and teacher schedules. Teachers and administrators can see where resources and effort should be applied, right at the start of the new school year. ECS can also discuss data collection and analysis systems implemented in FL, GA and MI.

### **Online (Web-Based) Testing and Score Disaggregation**

Jake Parizek, *NCS Pearson*

This is a demonstration and overview of eMeasurement™ Services, an on line Web-based system to deliver and report tests. It includes a demonstration of electronic reporting and online score disaggregation functions of the system.

### **Student Data Management in 3 States: A Case Study**

Lee Malone, *Horizon Educational Systems*

While our children have similar education needs across our great nation, and the basic processes used to educate our children are comparable, the data available and used to manage and measure success varies greatly by State.

Our State education departments each operate under a unique set of influences, including unique student demographics and needs, unique and changing legislated requirements, specific technology standards, and differing district/school data availability.

So is a nation-wide Federal database of education data really feasible?

This demonstration will compare three State-wide data warehouse projects and explore options, obstacles, and ideas for consolidating data across States.

### **Data-Driven Decision Making**

Bill Anglin, *Software Technology*

Spend less time and money collecting data, and more time crafting and measuring your school district's strategy. Measure and improve organizational results by turning data into information, and information into knowledge. ConfluentEDU data mining and data visualization tools from Confluent Technologies will be demonstrated, utilizing data collected from Software Technology, Inc.'s DAISI district accumulator. Discover how other administrators are using these tools to analyze trends and monitor progress in all phases of their operations, allowing them to respond faster to potential problem areas and develop corrective strategies.

### **eSPIRES (Student & Personnel Information Reporting Enterprise System)**

Buddy Graves, *Third Day Solutions*

Third Day Solutions, LLC developed and implemented the Mississippi Student Information System (MSIS) for the State of Mississippi Department of Education (MDE). eSPIRES is a derivative of MSIS which is a comprehensive, Web-enabled, student and personnel information system that provides the education community with timely and accurate data collection and reporting. This information system provides secure and appropriate access for activities such as student and personnel records, retrieval and transfer. This system serves as the vehicle to collect information from local schools electronically by interfacing with the local and district software packages. For more information visit [www.thirddaysolutions.com](http://www.thirddaysolutions.com)

### **SchoolNet, Inc.**

Alvin Crawford, Richard Robinson, and Denis Doyle, *SchoolNet*

SchoolNet provides data warehouse, curriculum and instructional management, web site management, data-driven decision-making solutions for managing student information and achievement. Features of the SchoolNet systems include local and state reporting coupled with data analysis functionality.

### **State Report Cards**

Allison Henderson, Albert Hartley, Cathy Lease, and Beth Sinclair, *Westat*

The No Child Left Behind Act of 2001, recently signed by President Bush, requires state and district report cards to the public. For six years, Westat has been preparing and disseminating report cards for the Pennsylvania Department of Education, which includes 600 school districts and 3,300 schools. The demonstrations will show examples of both the Internet-based data collection and the Profiles created for the schools and districts.

### **Student Information Record System**

Melissa Charles and Scott Rusnak, *Management Information Group*

Since 1977, Management Information Group has been relied upon for cutting edge software solutions. Our stability is testimony to the extraordinary relationship we have developed with each one of our thousand of customers. Experience and evolution have made MIG the market leader in providing administrative software for schools and districts. Upon your request, the system can be customized to suit your needs.

### **Beyond 20/20: How to Distribute Data With Your Hands Tied Behind Your Back**

Bill Lidington, *Beyond 20/20*

Beyond 20/20 is the world's most widely used product for data dissemination and knowledge discovery. Our software is used by the U.S. Bureau of the Census, the Department of Commerce and the National Center for Health Statistics for Web-based data distribution, visualization and analysis. Unlike other products, Beyond 20/20 offers a unique feature set, outstanding speed and ease of use and is 508 compliant. Visit our demonstration table and see the Beyond 20/20 family of products, and how you can benefit from a low-cost solution that will solve your data distribution problems.

### **PK-20 Data Warehouse for a State Department of Education**

Kent Steen and Dominique Boisclair, *DMR Consulting*

DMR Consulting, a Fujitsu company, is installing a PK-12 Data Warehouse for a large state Department of Education. The data warehouse is so comprehensive that it encompasses information about students from the time they enter the public school system until the time they leave, even if they obtain a doctorate from the state university. By performing queries and testing various data models, the IT staff at the Department of Education can obtain information about individual students, trace the effect that certain courses or programs have on one student or a specific group of students, or even evaluate teacher performance. This allows administrations to objectively see the outcome of a specific program or recognize a particular school district for excellence. The solution is also designed to provide individual feedback regarding employable and job placement after students complete their formal education. Dominique Boisclair, Chief Technical Architect and expert on Educational Reporting Systems, will present a demonstration of the system and answer questions.

